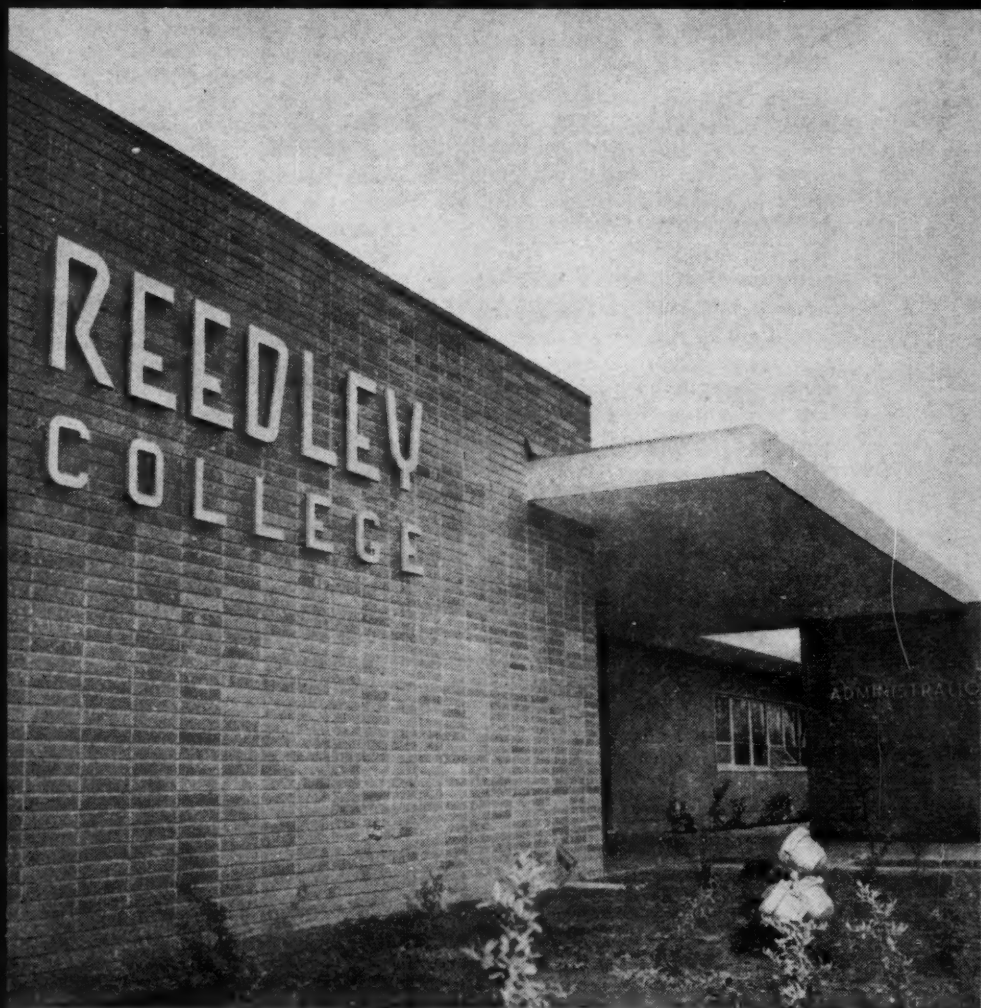


# CALIFORNIA SCHOOLS

MARCH  
1957



## REEDLEY COLLEGE

Reedley Joint Union High School District  
Fresno County

# CALIFORNIA SCHOOLS

VOL. XXVIII, No. 3  
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THE COVER ILLUSTRATION shows the buildings on the new Reedley College campus, Reedley, Fresno County. Four connected wings of classrooms are the central feature of the building plan which includes administration buildings, a library, art and music centers, and shower and dressing rooms. The college is operated by the Reedley Joint Union High School District of which Stephen E. Epler is district superintendent, and Herman Neufeld is chairman of the board of trustees. C. A. Reimer is the college director. Ben Lippold was the architect.

## PUBLIC SCHOOLS WEEK, APRIL 29-MAY 3, 1957

ROY E. SIMPSON, *Superintendent of Public Instruction*

The California Public Schools go on formal "dress parade" each year during the month of April. The thirty-eighth annual observation of Public Schools Week will be held April 29-May 3, 1957. Traditionally, this has afforded local school districts the opportunity to dramatize, in a variety of ways, the work of the schools. The techniques used to develop this understanding on the part of the public are as varied and different as are the school districts. For this reason, no state-wide format of operation is followed, nor would such a proposal be desirable, because of the differences in emphasis, stemming from local autonomy.

The school districts in our great state have attempted to frame their Public School Week programs around a generally accepted theme—and this theme has usually had its origin in a combination of the political, social and economic climates of our people.

The task of portraying the school instructional program, ranging all the way from athletics to nuclear physics, is a Herculean one. For this reason, it has been the practice to highlight the particular phases which are currently of greatest public concern.

Because of the need for people trained in the scientific and engineering fields, much criticism has been directed at the schools for their supposed failure to supply a reservoir of manpower. Loose and ill-founded statements such as "50 per cent of the public high schools offer neither physics nor chemistry"; "only 1 out of 22 high school students take physics"; and "the number taking chemistry has decreased 30 per cent in the last 60 years," are certainly alarming statements—to the educator as well as to the scientist and engineer.

It would be impossible to substantiate many of these statements, and many are over-simplified generalizations from incomplete and quite often inaccurate data. However, they make spectacular headlines and invite criticism of the schools.

It would seem appropriate, therefore, for all school districts in the state to present concrete evidence during Public Schools Week of the work they are doing to meet this national manpower emergency. At every level of California public education, our schools are going all-out to discover and train capable youth in science, mathematics, and technology. Science instruction in the elementary and junior high schools has grown to such proportions that it has had a marked effect on expanding the science offerings in the senior high schools. Teachers of science in the earlier grades have covered much of the basic content of biological and physical science in classrooms, many of which are colorful

junior museums of natural history that provide environments conducive to the study of the wonder world of science. In California, over 90 per cent of the junior high schools require pupils to take such science courses. The 1956 October Report analysis shows that over 97 per cent of the California four-year and senior high schools require students to study science, and that all of these schools offer biology courses.

About 77,000 students in the ninth grade of California secondary schools, or more than half (55.7 per cent), are enrolled in algebra courses, and approximately 70,000 of those in the tenth grade (45 per cent) are taking plane geometry. One-fourth of the eleventh grade students, or approximately 30,000, are enrolled in chemistry, and nearly one-sixth, or approximately 16,000 high school seniors are studying physics.

Such figures help to substantiate the claim that California schools are exerting every effort, at every level of instruction, to help make the nation's current "talent hunt" a success. Disparaging comparisons have been made both on a national and state level to the effect that the Soviet Union is completely outdistancing us in the recruitment and training of personnel in the fields of science and mathematics. Data accurate enough for purposes of comparison cannot be obtained from behind the iron curtain. It is also true that citizens of the USSR and its satellites, once having been identified as having the aptitude for scientific pursuits, do not have much to say regarding whether or not they will choose a scientific vocation as their life-long work. The state makes this decision for them—and also foots the bill for their education. This, of course, is in direct contrast to the system in America. The individual has the right to exercise complete freedom of choice as to what vocation he will select for his life work.

We must keep in mind that there are many more areas of concern to the public schools than just those of science and engineering. We still need doctors and dentists, and teachers, and accountants, and lawyers, and farmers, and artists, and actors, and writers, and printers, and pilots, and salesmen, and merchants, and bankers, and miners, and carpenters, and plumbers, and others. Just 20 years ago there were more engineers than jobs. Today the engineer is in demand and the demand is so great that even the neophyte commands a salary equal to, or in many cases exceeding, the salary of the university professor who trained him.

Public Schools Week provides opportunity for each and every school district to show the citizens of California what is being done to supply the country with trained manpower in the fields of science and mathematics. It will also provide opportunity to demonstrate that such specialized training is only one facet of the curriculum and that educational programs are planned to fulfill all the needs of a democracy, in which the schools belong to all the people.



## WHAT'S RIGHT WITH TEACHER EDUCATION<sup>1</sup>

JAMES C. STONE, *Director of Teacher Education,  
University of California, Berkeley*

The 1956 Teacher Education Workshop, held at Santa Barbara College, University of California, August 22-31, was a follow-up of a Teacher Education Workshop held at Stanford University in the summer of 1955. Both were sponsored by the California Council on Teacher Education, the California Teachers Association, the California Congress of Parents and Teachers, Inc., and the State Department of Education.

As the theme of the Santa Barbara Workshop was "What's Right with Teacher Education," an effort was made to identify promising practices in teacher education and to plan how these practices might be given greater emphasis.

The chief outcome of a workshop is growth in understanding on the part of the group. At the Santa Barbara Workshop there was ample evidence that such growth was made by the participants—half of whom were college and university personnel, half school district personnel. James C. Stone and Loretta L. Byers, the directors of the workshop,<sup>2</sup> assisted in writing the reports of each of the following study group committees:

Framework for Action in Teacher Education  
The Teaching Internship  
The Junior College and Teacher Education  
Recruitment  
Observation, Participation, Student Teaching  
In-service Education

### FRAMEWORK FOR ACTION IN TEACHER EDUCATION

The following statement developed by the group<sup>3</sup> studying a Frame-

<sup>1</sup> Adapted from a report of the Santa Barbara Teacher Education Workshop. The full report of the conference proceedings has been made available by the California Teachers Association, 693 Sutter Street, San Francisco.

<sup>2</sup> Members of the Planning Committee were: Charles Hamilton, California Teachers Association (Chairman), Vivian Cox, Supervisor, Office of Los Angeles County Superintendent of Schools; Loretta Byers, University of California, Santa Barbara College; Myrtle Gustafson, Supervisor, Oakland Public Schools; Mrs. Jane Hood, Assistant to the Superintendent, State Department of Education; Arnold E. Joyal, President, Fresno State College; Mrs. M. D. MacMillan, Teacher Education Chairman, California Congress of Parents and Teachers; Jennie Sessions, Teacher, Inglewood High School, and James C. Stone, Director of Teacher Education, University of California, Berkeley.

<sup>3</sup> Study group I: *Leaders*, Cornelius Siemens, President, Humboldt State College, and Charles Hamilton, Secretary, Commission on Teacher Education, California Teachers Association; *Recorder*, Ernest Campbell, Chairman, Department of Education and Psychology, Chico State College; and members: Lloyd D. Bernard, University of California, Berkeley; Mrs. G. J. Golden, California Congress of Parents and Teachers; Mrs. Jane Hood, Assistant to the Superintendent, State Department of Education; Mrs. Thelma Roll, Campbell Union School District; Marc J. Smith, University of Redlands; Harvey B. Snyder, Pasadena College; Guy A. West, President, Sacramento State College; Mrs. A. J. Williams, California Congress of Parents and Teachers.

work for Action in Teacher Education has a two-fold purpose: (1) to outline the elements of a teacher education program; and (2) to point out certain issues now facing those engaged in the development of such a program and to recommend needed action.

#### ELEMENTS OF A TEACHER EDUCATION PROGRAM

*Selection.* Developing and maintaining high standards of educational service depend in part on the personal fitness of those admitted to the profession. The teacher education institution has a clear responsibility to advance professional standards by administering an effective program of selection.

The selection program includes attention to early identification and orientation of the best persons for credential candidacy. Through observation, testing, and consultation techniques, the program provides continuous appraisal of the student's personal and professional development. Provisions are made for appropriate remedial opportunities and personal counseling. The program necessitates close co-ordination between the education department and such institutional services as admissions, health, testing, other personnel services, and the regular academic departments.

The effectiveness of the institution's selection program depends on its frequent evaluation by the staff of the institution and by other members of the profession.

*General Education.* The goal of teacher education is to produce teachers who are well-educated persons, possess the technical competence required to teach effectively, and are able to inspire emulation and respect. The teacher must know how to teach and also have something to teach, and this demands a background of general cultural education and special preparation. Thus the entire academic experience and background of the prospective teacher is a necessary part of teacher education.

The development of a background in general education should be a major objective and should occupy most of the student's collegiate time. The program in general education should be spread throughout the undergraduate and graduate program since the latter period is a time of increased maturity, during which the meaning of earlier educational experiences are more clearly understood and integrated into the total learning pattern.

The program of general education should be the result of extensive planning by the faculty of the college or university as a whole and should be surveyed and evaluated continually. It should include the following as minimal goals:

1. An experience with scientific methodology, and an understanding of the contributions and limitations of science as well as the part it plays in modern life
2. An appreciation of beauty in literature and the fine arts, knowledge of rudimentary techniques, and motivations and limitations of the artist or creator

3. A working knowledge of the development of American democracy, its place in world civilization and its relationship to national and international responsibilities
4. A background knowledge of modern problems in social, economic, and political areas, sufficient to promote interest in contemporary affairs and in the acceptance of the responsibilities of citizenship
5. A knowledge of the fundamentals of mental and physical health, and of man's psychological needs—essential to the understanding of one's fellow men
6. The ability to think logically, objectively, and critically, and to identify and avoid emotional, self-centered, and illogical conclusions
7. A philosophy of life based upon moral and spiritual values consistent with American ideals

Because the general education program is an essential part of the teacher education program it follows that the relationship between the two should be co-operative and mutually helpful. Increased communication and understanding of common needs will tend to eliminate feelings of rivalry and superiority. The program of teacher education should be planned in consultation with the college or university as a whole and in fulfillment of the over-all institutional purposes. It should be accepted and supported by faculty in all subject areas. The teacher education program should command esteem by the excellence of its standards. Concern and assistance for its recruitment, progress, and well-being should be a community interest of all faculties.

*Professional Education.* The professional program of teacher education should be as continuous and far-reaching as the abilities of the selected students will permit and the demands of professional competence require. It should be closely correlated with the general education program and both should be continuously developed during the period in which the professional person is in service.

Early in the program of professional education, a student's deficiencies in the basic areas of learning as represented by the statutory subjects must be discovered, and provision made for correction of such deficiencies. This should apply to every prospective teacher of whatever level of teaching and may be accomplished through specific courses, clinics, or individual effort so that each candidate may become proficient in the use of the tools of learning.

The purpose of the professional program should be the development of each individual through experiences which will contribute to his growth as he acquires the accepted teaching competencies which make him an effective citizen and productive worker in a democratic society. Such a program should be professionally developed by individual institutions within the framework of existing standards. Its effectiveness must be judged by the known successes and accomplishments of its graduates.

The expanding role of direct experience in the professional education of teachers is apparent. To build the resourcefulness needed by today's teacher in meeting varying situations requires first-hand experience. Since the development of professional laboratory experiences is

a co-operative enterprise all staff members involved in teacher education should include activities with students in laboratory situations. Laboratory experiences should be as broad and as varied as possible. They should provide the types of experiences that follow:

1. Opportunity to implement basic concepts and ideas developed in college classes—to study the useful value of a theory and to check understanding of the theory in application
2. Fields of activity which, through raising questions and problems, help the student to see his needs and impel him to seek further experiences
3. Opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations
4. School situations including varied socioeconomic backgrounds, philosophies, and administrative patterns
5. Activities with children in non-school agencies

*Staffing the Program.* The entire faculty of the institution must develop a responsibility toward teacher education. Co-operative activities between professional and academic departments develop this responsibility. Wherever possible the prospective teacher should be identified and recognized by each college instructor.

The development of competent teachers requires that the professional staff in teacher education be manned with truly effective and devoted administrators, supervisors, professors, supervising teachers, and other specialists. In each category the staff member should possess the best preparation available and should have had successful experience in public school teaching.

*Physical Facilities.* The nature of an educational program, with its underlying philosophy, determines in large measure the facilities required for implementation.

Teacher education institutions have had notoriously inadequate physical plants and equipment. Recent population trends accentuate the shortages. Moreover, the changing conceptions of learning and teaching from that of a "pouring in" process to that of a "leading out" process have revolutionized our ideas concerning the required physical facilities. The older program could be implemented largely with a small library and ordinary lecture rooms. The newer approach demands more specialized facilities with room for *action* on the part of the learner, and opportunities for exploration, creativity, and enrichment. These are provided by a wider range of books and printed materials, audio-visual services, laboratory facilities in such fields as psychology, speech, and reading, and shops for construction and other creative activities.

Standards have been established for certain types of buildings; for others, considerable flexibility and encouragement for local initiative must be permitted.

In addition to those units that serve such modern functions as instruction, counseling, and health care, there must be provided resident halls and student activity centers where the proper setting can be estab-

lished for optimum social development of the would-be teacher. Social skills and social adaptability are universally recognized as among the most important traits in a successful teacher. These qualities cannot be achieved by a textbook-lecture approach. They come from practice in group living and group activity. Social-recreational opportunities, therefore, must be provided for in developing an adequate college plant.

*Placement and Follow-up.* A placement service should be geared to the program of the institution and recognized as a part of the institutional service to teacher education. This service should include the following:

1. Development and evaluation of the program of teacher education
2. Counseling students and graduates in vocational selections, career planning, and job placements
3. Keeping in touch with the field, collecting and publicizing supply and demand information to the staff, students, and potential employers
4. Counseling employers in the selection of staff and evaluation of personnel
5. Bringing back to the institution information regarding the adequacy of the teacher education program
6. Providing the machinery for the placement of graduates in appropriate positions

Follow-up programs should be designed to meet the following objectives:

1. Build institutional and professional loyalty
2. Help graduates in their respective fields of service
3. Furnish materials for evaluation of the program and suggest modifications and revisions

#### ISSUES AND RECOMMENDATIONS

The following immediate issues face teacher education:

1. Selective recruitment of credential candidates
2. Recruitment of qualified staff in colleges and universities
3. Improvement in the program of teacher education and raising the quality of the instruction
4. Revision and improvement of the credential structure
5. Higher and more definite standards of accreditation
6. Adequate financial support for salaries and facilities, including establishment of off-campus extension centers

It is the belief of this group that progress in teacher education can be accelerated through the following improvements:

1. Further co-operation and co-ordination of the groups involved in teacher education, including colleges and universities, professional organizations, and governmental education agencies, as well as local and state-wide citizen organizations
2. More adequate provision for a voice for all teacher educators in deliberations that affect their professional practice

Securing needed action through a mobilization of professional and lay forces will necessitate a restudy of the structure and processes of existing organizations and agencies in the field of teacher education.

We therefore feel that these issues and suggestions are appropriate matters for future consideration by the California Council on Teacher

Education and that a survey of the year's progress in these fields should be a concern of the 1957 Teacher Education Workshop.

### THE TEACHING INTERNSHIP

The group<sup>4</sup> on the Teaching Internship made a study of internship programs existing within the state to (1) find ways of improving teacher education programs in general; (2) outline programs that might be adopted by teacher education institutions; (3) identify problems now faced in teacher education programs that might be overcome by an internship program; (4) analyze how internship programs might attract additional, potentially competent teachers; and (5) determine recommendations for further study and investigation.

An internship program is a co-ordinated program for the preparation of teachers, which includes the integration of professional courses with observation, participation, student teaching, and an internship period—the latter being the program's most important and distinctive feature. The distinguishing characteristics of the internship follow:

1. Class responsibility for a full year (or a major portion thereof)
2. Co-operation between the educational institution and the school district
3. Payment of salary by the district for services rendered by the holder of a teaching credential authorized to work as an intern

### ISSUES

The most important questions involved in the internship program are the following:

1. How can classwork and practical experience be synthesized into a meaningful pattern?
2. What are desirable sequences for presenting subject matter?
3. What are the values of internship programs as compared with those of regular teacher education programs?
4. What problems now faced in teacher education programs might be alleviated by an internship program?
5. What recruitment possibilities do internship programs offer?
6. Is an internship program practical in terms of cost to the co-operating agencies?
7. How might an internship program affect the undergraduate program?
8. Will internship programs encourage the continuation of present provisional credentials?
9. What is the relationship between internship and in-service education?
10. What influence might the internship program have on teacher education?
11. What are the implications of internship programs for continued individual professional growth?
12. What aspects of community understanding are necessary to develop internship programs?
13. What dangers lie in the misuse of internship programs?

<sup>4</sup> Study group II: *Leaders*, Hubert Semans, Specialist in Higher Education, State Department of Education, and Clark Robinson, Research Associate, School of Education, University of California, Berkeley; *Recorder*, Gene Jacobsen, Supervisor of Student Teaching, University of California, Davis; and members: Sisters Catherine Clarice, and Mary Michael, Immaculate Heart College; Mrs. Max Colwell, California Congress of Parents and Teachers; Edwin Lombard, Fresno State College; Anne Merrill, University of California, Berkeley; George Ormsby, Consultant in Audio-Visual Education, State Department of Education.



### SUMMARY OF DISCUSSIONS

Among the major issues considered in analyzing internships the following points were discussed.

#### *Function of internship:*

1. How it differs from that of student teaching
2. How it supplements rather than replaces student teaching

#### *Processes related to internships:*

1. Preparation for introducing the program
2. Recruitment of candidates for the program
3. Setting requirements for admission
4. Using a screening process
5. Establishing a co-operative relationship between the teacher education institution and the school district
6. Securing financial support for the intern and the program
7. Securing credentials for interns

#### *Internship programs:*

1. Types of internship programs
2. Differences between the internship programs at secondary and elementary levels
3. The sequences of learning experiences
4. Provisions for supervision
5. Evaluation of the program

#### *Special problems related to internships:*

1. Internships and the junior colleges
2. Opposition of existing "interests" to internship programs
3. The effect of misuse of internship programs on the prestige of the teaching profession
4. The relationship of internships to (1) general education; and (2) to the undergraduate program for elementary and secondary teachers

### CONCLUSIONS AND RECOMMENDATIONS

The preliminary study made by the committee revealed that internship programs can make significant contributions to the improvement of teacher education in the following ways:

1. By providing for individual differences and special needs through supplementary programs
2. By contributing to the improvement of existing programs
3. By attracting additional, mature and competent people into teacher education

Further careful study should be carried on to determine the following:

1. Effectiveness and values of existing experimental internship programs
2. How internship programs supplement present teacher education programs
3. Increased possibilities in recruitment caused by internship
4. The relationship of internship programs to in-service education
5. The possibilities for encouraging further experimental programs

The study group on the Teaching Internship recommends to the Planning Committee of the California Council on Teacher Education that a council committee be established to carry on further the studies suggested.

## THE JUNIOR COLLEGE AND TEACHER EDUCATION

The group<sup>5</sup> on the Junior College and Teacher Education examined, defined, and described the role of the junior college in the California program of teacher education.

### SUMMARY OF DISCUSSIONS

It was agreed that the two-year college should not offer professional courses with the understanding that these will be deferred until upper division or graduate status is reached. This is analogous to the situation in engineering education where the junior college offers preprofessional courses. However, since the junior colleges in California currently enroll over 75,000 full-time students, they should work as partners with teacher education institutions in the total program of teacher selection, retention, and preparation. Three major aspects of this potential contribution were especially studied by the group, and are incorporated in the recommendations submitted herewith. The three major aspects follow:

1. Early identification of the student with the teaching profession
2. Clarification of the lower division or preteaching curriculum
3. Participation in the screening of possible teacher-candidates

### RECOMMENDATIONS

The study group recommends that each junior college take the following steps:

1. Seek to establish and foster an associate chapter of the California Student Teachers Association which shall be open to both pre-elementary and pre-secondary education majors, and which will effect liaison with California Student Teachers Association chapters of one or more of the teacher education institutions to which its graduates commonly transfer
2. Identify in its catalog or by other means a pre-elementary education major, whose completion will fulfill the state requirement of a 20-unit major for the A.A. degree; and give publicity to the fact that prospective teachers (secondary as well as elementary) may obtain their first two years of preparation in the junior college at no cost for tuition
3. Designate carefully chosen faculty members as pre-education advisers, whose responsibilities may include not only assistance to students in their educational planning, but also services as advisers to the associate California Student Teachers Association Chapter; and coordination of classroom observation and participation experiences of pre-education majors
4. Provide in the lower division pre-education curriculum a two or three unit course, "Introduction to Teaching," the general outline of which is to be developed as recommended on page 117.
5. Arrange with nearby schools for limited classroom observation and participation by pre-education majors, under the close supervision of suitably qualified junior college instructors
6. Arrange, with nearby teacher education institutions, to make early proficiency checks of prospective teacher-candidates, and provide remedial instruction where necessary.

<sup>5</sup> Study group III: *Leaders*, Henry T. Tyler, Executive Secretary, California Junior College Association; *Recorder*, John Mocine, Los Angeles City College; and members: Donald Erickson, Reedley Junior College; Robert Rhodes, Long Beach State College.

The study group also recommends the following:

1. That the administrators of teacher education institutions and junior colleges make every effort to insure the success of two forthcoming conferences, in the northern and southern parts of the state, to be held this April to follow up on the three conferences held last spring under joint sponsorship of the California Council on Teacher Education and the California Junior College Association. This they can do by sending to the conference from the junior colleges—deans of instruction, preteacher advisers, and instructors of introduction to teaching courses; and from the four-year institutions, deans of departments of education, of liberal arts, and admissions.
2. That the California Council Teacher Education Committee on The Junior College and Teacher Education, augmented as may be thought wise, utilize the questionnaire material gathered last year by John Morton of Los Angeles State College; and with the help of the State Department of Education accept responsibility for preparing an outline for a lower division course, "Introduction to Teaching," and for recommending its semester placement and unit value, the resulting outline then to be distributed over the state as has already been done with outlines for music, art, physical education, and geography

### RECRUITMENT

The study group<sup>6</sup> on Recruitment assumed responsibility for the following activities:

1. Analyzing the recruitment program by utilizing the reports of the 1956 recruitment clinics, and studies made by other organizations
2. Rendering the proposals made by the clinics and other organizations more usable by making the suggestions more specific
3. Allocating the responsibilities for recruitment to various professional and community groups, with specific suggestions for their implementation

The responsibilities for recruitment were grouped into classifications as follows: (1) provision for preprofessional experiences; (2) encouragement through counseling and dissemination of information; (3) improvement of the teaching environment; (4) improvement of teacher attitudes; and (5) providing information to the public.

#### PROVISION FOR PREPROFESSIONAL EXPERIENCES

Education club sponsors can further recruitment as follows:

1. By providing opportunities for students to work with children in recreational activities as teachers' helpers
2. By providing opportunities for students to share mutual interests
3. By encouraging education club members to observe in classrooms
4. By working for evaluation and improvement of the education club program
5. By encouraging students to participate in work experiences outside school
6. By arranging for education clubs to visit college campuses

#### ENCOURAGEMENT THROUGH COUNSELING AND DISSEMINATION OF INFORMATION

The counselor can encourage potential teachers to be participants in out-of-class activities, such as helping to provide library services.

<sup>6</sup> Study group IV: *Leader*, Ernestine Kinney, Professor of Education, Occidental College; *Recorder*, Harold Emmerson, Assistant in Education, Stanford University; and members: Mary Jean Harder, California Congress of Parents and Teachers; Blair Hurd, Co-ordinator of Teacher Recruitment, State Department of Education; Bjorn Karlsen, San Diego State College; Gerald Shepherd, Los Angeles State College; Gordon Shields, San Diego County Teachers Association.

The school administrator can further the recruitment program in the following ways:

1. By inviting education club members to attend selected faculty meetings
2. By providing opportunities for education club members to observe classroom activities
3. By encouraging the formation of an education club in his school

Student teachers can further recruitment by telling clubs about their preprofessional experiences and training.

Parents can further recruitment by encouraging children to participate in a variety of out-of-class activities and in education club activities.

Student counselors can further recruitment in the following ways:

1. By identifying potential teachers through aptitude tests, interest inventories, personal contacts, conferences with teachers and parents, and contacts with education clubs
2. By giving guidance to students and parents regarding opportunities in education; by keeping a file of pamphlets on teacher preparation and teacher education institutions, providing information regarding supply and demand in critical shortage areas, giving advice on future plans, giving information regarding available scholarships and loan funds, locating opportunities for working experiences with young children, and co-ordinating special events
3. By guiding students who have expressed an interest in teaching through alerting teacher recruitment officials and making a follow-up study of these students; and guiding students who show promise as future teachers but have expressed no particular interest in teaching

The teacher and school administrator can work co-operatively in the following ways to further recruitment:

1. By giving information to students concerning teaching as a profession and the satisfaction and rewards of being a teacher
2. By providing special instruction at all grade levels about the teaching profession
3. By identifying potential teachers through personal contacts with students

#### PROVISION OF A DESIRABLE TEACHING ENVIRONMENT

The community can make the teaching environment desirable, therefore more conducive to recruitment in the following ways:

1. By providing, with the school administrator, orientation for new teachers, through writing to teachers before their arrival to offer help in securing housing, giving welcoming parties, enlisting families to introduce new teachers to churches and other community organizations, planning informal gatherings of parents and teachers
2. By developing close parent-teacher relationships, encouraging parents and teachers to mix socially, having parents help teachers to conduct games, supervise rainy day noon hour activities, plan informal evening meetings
3. By developing morale in recognizing discipline problems and planning constructive action in co-operation with teacher
4. By recognizing teaching as a profession and talking to others in the community about the advantages offered pupils by teachers who are well trained
5. By insisting on a minimum salary level being established that is adequate for teachers to maintain good living standards and a maximum level sufficiently high to match salaries in other professions

The school administrator and teachers can improve the school environment in the following ways:

1. Provide orientation of new teachers by having experienced teachers act as advisers
2. Help new teachers professionally and in making community contacts
3. Help teachers to prevent and resolve discipline problems
4. Encourage parent-teacher conferences by allocating time for the conferences
5. Express publicly, appreciation of staff work
6. Give new teachers assignments appropriate to their preparation and experience and only a limited number of extracurricular and supervisory duties
7. Provide teachers' rooms which offer opportunity for relaxation and privacy
8. Provide nonprofessional personnel to relieve teachers of playground supervision and clerical duties
9. Relieve the teachers of problems caused by children who do not adjust to regular classroom situations by placing them in special classes
10. Limit class size to the extent that teachers may be able to know and work with students as individuals
11. Strive continuously for the best possible administrator-teacher-supervisor relationships
12. Provide more and better special education services

#### PROVISION FOR THE IMPROVEMENT OF TEACHER ATTITUDES

The school administrator can encourage loyalty to the profession and make it possible for teachers to grow professionally by employing the following practices:

1. Recognize publicly and in teachers' meetings the value of membership in professional organizations
2. Commend individuals for constructive ideas and worthwhile accomplishments
3. Provide the most pleasant working conditions and best salary schedule possible
4. Help to promote interest in nationwide as well as local recruitment
5. Lessen the school work load for teachers with other professional duties
6. Make provisions in the budget for financing attendance at professional conferences and workshops

The teacher can help to improve attitudes toward teachers in the following ways:

1. Develop professional attitudes by working on local association recruitment committees
2. Encourage membership in local, state, and national professional organizations
3. Participate in discussions of the teachers' responsibility in selective teacher recruitment
4. Set high standards of personal and professional conduct, and urge public relations committees of the profession to assume specific recruitment responsibilities

The community can further recruitment in the following ways:

1. Promote, with the schools, Parents Nights and Back to School Days
2. Secure co-operation of the local press, radio, TV and schools to encourage community interest
3. Establish selective recruitment committees to work co-operatively with the schools

#### PROVISION OF INFORMATION TO THE PUBLIC

The school administrator can make information regarding recruitment available to the public in the following ways:

1. Provide newspapers with material regarding outstanding teachers and interesting classroom procedures

2. Give news to parent teachers association newsletters on school activities and educational developments
3. Inform service club education chairmen of interesting school activities
4. Have a committee select a Teacher of the Week and publicize the selection
5. Have a committee of professional and lay people develop school programs and announcements for radio and TV
6. Encourage teachers to join in community organizations

The teacher can make information regarding recruitment available to the public in the following ways:

1. Write items of interest about recruitment for school papers and parent-teacher association newsletters
2. Join and participate in community organizations
3. Bring student teachers into classes and clubs to describe their experiences
4. Make parents aware of good teaching by having them participate in end-of-the-day evaluation periods and by reviewing class logs

The community can make information regarding recruitment available in the following ways:

1. Press chairmen of parent teacher associations may assume responsibility for providing teacher recruitment information to newspapers
2. Allot space for recruitment in each issue of the various parent-teacher associations newsletters
3. Develop speakers' bureaus
4. Have student teachers on parent-teacher association programs
5. Place recruitment posters throughout the community
6. Work on radio and television program committees to develop programs on recruitment

## OBSERVATION-PARTICIPATION-STUDENT TEACHING

The study group <sup>7</sup> on Observation-Participation-Student Teaching defined the function, place, and scope of observation, participation, and student teaching in the teacher education program and made recommendations for strengthening these phases of the program.

### SUMMARY OF DISCUSSION

#### *Observation*

Definition: a guided or directed experience—visiting a classroom or noting a total school situation

Place of observation in the program: as a part of professional courses taken prior to student teaching

Purposes of directed observation:

1. To orient students to the teaching profession
2. To clarify techniques of teaching
3. To provide ways of knowing children
4. To help understand classroom organization and the services of the school

<sup>7</sup> Study group V: *Leader*, Mildred Fletcher, Supervisor of Teacher Training, Los Angeles Public Schools; *Recorder*, Lois Trainor, Supervisor of Student Teaching, Pasadena Public Schools; and members: Ralph Collins, California State Polytechnic College; Pauline Day, La Verne College; Dolorita Falvey, College of Notre Dame; Leonard McClish, Mt. Diablo Unified School District; Calvin Roll, Santa Clara County Teacher Association; Karl Schevill, University of California, Berkeley; Lealand Stier, University of California, Santa Barbara College.



5. To provide means whereby a job analysis can be made of a teacher's day
6. To provide a basis for choosing the grade level at which to teach
7. To provide an induction into the student teaching assignment

### *Participation*

Definition: assisting with learning activities in a way that is not defined as actual teaching

Place of participation: as a part of professional courses prior to student teaching

Purposes of participation:

1. To orient students to the teaching profession
2. To clarify techniques of teaching
3. To provide ways of knowing children
4. To help students understand the organization of a classroom and the services of the school
5. To provide means whereby students may make a job analysis of a teacher's day
6. To provide students a basis for choosing the grade level they wish to teach
7. To provide an induction into the student teaching assignment
8. To know the role of the teacher and to begin to feel at ease in the classroom by assisting the teacher with classroom activities
9. To contribute personal resources to the classroom
10. To get the feel of the classroom through practical experience

### *Student Teaching*

Definition: experiences in all phases of the teaching-learning process under the direction of an experienced teacher

Place of student teaching: as a professional course

Purposes of student teaching:

1. To help the student teacher develop his teaching ability to the extent that he will become a worthy member of the profession
2. To give the student experience in putting theory into practice
3. To help the student develop a philosophy of education
4. To give the student opportunity to develop self-confidence in working with children
5. To make the student teacher aware of his legal, moral and ethical responsibilities
6. To help the student teacher evaluate his strengths and weaknesses, including proficiencies in academic subjects
7. To give the student opportunity to experience the challenges and rewards of teaching
8. To secure further measure of the student's ability as a teacher

### CONCLUSIONS

A strong program of observation, participation, and student teaching provides the means of putting theory into practice. Only through actual experience can the personal qualities and competencies needed by beginning teachers be developed.

Since the needs of communities and students vary greatly, no one program can be recommended for all teacher education institutions or all levels. Each institution is left with the responsibility of utilizing,

in its teacher education program, all that has been discovered about how individuals learn best in various situations.

Through the joint thinking of our committee, which represents a cross section of persons concerned with and engaged in preparing teachers, specific recommendations have been set up. The committee believes that if sincere thought is given to the fulfillment of each phase of the program, considerable progress in our present teacher education programs will result.

#### RECOMMENDATIONS

The following recommendations were made with respect to student teacher observation:

1. That the instructor should establish a meaningful purpose, not a haphazard one just to fulfill a requirement for observation
2. That observation should be jointly planned and evaluated by the co-operating school and college or university
3. That observation must be an integral phase of *each* professional course for the length of time necessary to provide adequate experience
4. That observation should provide opportunities for the student to have experiences as an individual, which create in him a desire to continue in the profession
5. That opportunities for observation should be scheduled as soon as possible within the college program of teacher education

The following recommendations were made with respect to student teacher participation:

1. That provision should be made for participation prior to student teaching
2. That participation should be set up as a professional laboratory experience in co-operating schools
3. That participation should be jointly organized and evaluated by the co-operating school and the college or university
4. That participation should be an integral phase of *each* professional course
5. That participation should be of such duration as to provide satisfying and adequate experiences
6. That participation should serve to point out the strengths and weaknesses of the student
7. That in order to encourage adequate participation the student should be assigned to an individual school and teacher
8. That legal protection should be provided by the issuance of a preliminary certificate

The following recommendations were made with respect to student teaching:

1. That in all experimental teacher education programs some student teaching should be required
2. That student teaching should provide guided experiences in the total program of teacher education, including a full teaching day and the opening and closing of the semester
3. That student teaching should be of such duration as to provide a realistic teaching experience such as a minimum of a half-day assignment daily, for the two semester student and a full-day assignment daily, for the one semester student
4. That additional unit credit should be given for the extra hours spent in the teaching assignment

## IN-SERVICE EDUCATION

The purpose of the study group<sup>8</sup> on In-service Education was (1) to explore ideas related to in-service education which will benefit the workshop committee members and the organizations and institutions they represent; and (2) to lay the groundwork for a long-range study by the Committee on In-service Education of the California Council on Teacher Education.

## THE ISSUES

The following issues pertaining to in-service education were identified:

1. Who should be affected by in-service education?
  - a) Should it involve regularly credentialed personnel only or should it include also those on provisional credentials?
  - b) Should it involve classroom teachers only or should it involve all credentialed school personnel?
2. What should be the relative role of the colleges, the school districts, the local schools, county offices, the professional organizations and individuals?
3. What activities should be considered as in-service education? For example, are most faculty meetings a part of in-service education? Should activities designed fundamentally for personal growth be considered in-service education?
4. Is it possible to provide motivation for in-service programs if salary increment hurdle requirements are abolished?
5. How can we effectively develop criteria for the evaluation of in-service programs?
6. How can the necessary perspective relative to in-service education be developed on the part of administrators, school boards, and the public?
7. What is a good working definition of in-service education?

The term in-service education applies to the credentialed person; it includes both individual and group activity on the collegiate, as well as on local levels. It is concerned with increasing the teacher's effectiveness as a participating and practicing member of a profession which has as its responsibility the development, through the learning process, of the maximum potentiality of the child.

## SUMMARY OF DISCUSSION

The following procedures were employed in developing a statement of beliefs:

1. Sharing knowledge and opinions relative to current programs of in-service education
2. Discussion of the adequacies and inadequacies of these programs
3. Development of a working definition of in-service education which was modified as the discussion proceeded and is presented above
4. Development of a set of purposes for in-service education
5. Examination and testing of these purposes in three subcommittees

<sup>8</sup> Study group VI: *Leader*, Manfred Schrupp, Chairman, Department of Education, San Diego State College; *Recorder*, Sister Hortensia, Professor of Education, Mt. St. Mary's College; and members: Vivian Cox, Los Angeles County Schools; Fern De Soto, Chico State College; Margaret Hill, California Association for Childhood Education; Edwin Ingles, Modesto Junior College; S. E. Lund, University of California, Berkeley; Sister Mary Annetta, Presentation Convent; Jean Pogue, Watsonville High School; Jennie Sessions, Inglewood High School; Dallas Tueller, Fresno State College; Lois Williams, Montebello Unified School District.

6. Discussion of the reports of these subcommittees by the entire group
7. Presentation of personal reports by each member of the group indicating what that member thought was worthwhile for him and crystallizing his ideas about in-service education

The group believes that the following provisions must be made for in-service education:

1. Changes required by the nature of preservice education
2. Objectives that provide for the improvement of the whole school
3. Improved learning by the children
4. Co-ordinated efforts of the total profession
5. Meeting recognized needs of individuals and groups
6. Positive attitudes toward self-improvement and acceptance of professional responsibility
7. Motivation other than salary increment hurdle requirements
8. The highest possible standards of preservice education
9. A wide variety of approaches
10. Faculty meetings which are planned to meet the high standards of in-service education
11. Re-examination of current practices in terms of the best criteria that can be evolved

#### SUGGESTIONS FOR ACTION:

To the entire profession and all groups represented at the workshop the committee makes the following suggestions:

1. Find more effective ways to mobilize the entire profession toward improvement of in-service education
2. Work toward enlisting community understanding and support of a varied and extensive in-service education program

To the California Council on Teacher Education the committee makes the following suggestions:

1. Explore in-service opportunities provided for administrators
2. Re-examine from an in-service standpoint the summer activities of teachers
3. Refer to the Council's Committee on Television and Teacher Education the responsibility of exploring the possibilities of closed circuit TV for in-service education
4. Explore how teachers apply content of in-service education to daily professional responsibilities
5. Develop procedures which will encourage experienced classroom teachers to carry on action research
6. Assist other professional organizations to become aware of the importance of an adequate in-service education program
7. Locate in-service projects on which graduate students and school districts can co-operate

To the Teacher Education Commission of the California Teacher's Association and its local affiliates the committee makes the following suggestions:

1. Investigate the responsibility of the organized profession for in-service education
2. Share descriptions of effective in-service activities including professional faculty meetings
3. Explore how in-service education can contribute to teacher retention

## REPORT OF THE JANUARY, 1957, MEETING OF THE CALIFORNIA CENTRAL COMMITTEE ON SOCIAL STUDIES

The California Central Committee on Social Studies held its latest meeting in Los Angeles, January 16-18, 1957. Outcomes of the meeting are summarized in the following report.

### REPORT OF BASIC CONCEPTS SUBCOMMITTEE

The Basic Concepts Subcommittee is responsible for gathering from all fields, but particularly from the social sciences, the concepts which social scientists believe individuals should understand and be capable of employing by the time they are junior college graduates. This subcommittee was asked to invite historians, geographers, psychologists, philosophers, anthropologists, sociologists, political scientists, and economists, other than those who participated in preparation of the concepts set forth in the May, 1956 Progress Report, to present their opinions regarding the concepts. The subcommittee sent letters to those who had assumed major roles in the regional conferences held in April requesting them to present materials for their special fields to their professional associations for evaluation, and to send the results to the State Central Committee.

The results reported were read and the suggestions were evaluated in relation to criteria previously established. For example, one anthropologist at the University of California, Berkeley, who had not participated in setting up the original list of concepts for anthropology, suggested that more attention be given to social anthropology. The suggestion is being referred for the development of specific statements to those anthropologists who will participate in summer workshops. A philosopher from the University of California, Berkeley, emphasized the importance of promoting inquiry among students in social studies and cautioned against the formulation of definitive concepts as assumptions of the content inherent in philosophy. This recommendation was given full consideration and referred for further study.

Several items in the report directed attention to the need for revising and extending the lists of basic concepts, particularly those of geography, also to the need to include concepts from the related curriculum areas of science, health, safety, art, and music. These suggestions will be presented to the summer workshop directors who will be asked to see that participants in the workshops give the suggestions careful consideration.

Prior to the January meeting the Basic Concepts Subcommittee, with the assistance of teachers and other school personnel, combined concepts from the separate social sciences into one statement for social

studies. In this endeavor they discovered that the combined statement resulted in the loss of ideas contained in the original statements and introduced error. It was therefore decided that original lists should be attached to any summary that was made of them. The subcommittee will call attention to the difficulties encountered in making synthesized lists and will request the workshops to give special consideration to the synthesis of basic concepts for the social studies, and to edit the original lists so that unnecessary overlapping and duplication are eliminated.

Since the subcommittee is nearing the completion of its assignment, it has been assigned responsibility for identifying and studying the problems encountered in trying to achieve the objectives of the present program of social studies. The results of this study are to be reported at the May meeting of the Central Committee.

#### REPORT OF GROWTH-DEVELOPMENT AND LEARNING SUBCOMMITTEE

An interim committee appointed by the Growth-development and Learning Subcommittee, in reporting outcomes from its meetings, revealed lack of agreement regarding the approach used by the subcommittee. Consequently, members of the subcommittee reappraised their assignment and decided to approach their work differently, considering growth-development and learning as interrelated parts of the same process. Only general principles pertaining to growth-development and learning are to be identified.

Analyses of the general principles are functions that are being left to local units as they prepare courses of study and teacher guides. Each principle pertaining to growth-development and learning at different maturity levels is to be described in paragraph form and this description is to be followed by an explanation, in paragraph form, of how the principle may be applied to social studies. Specialists from four colleges and universities in Southern California are helping to summarize data relative to learning.

#### SUBCOMMITTEE ON SUMMER WORKSHOPS

The Subcommittee on Summer Workshops is concerned primarily with ways the Central Committee can be of maximum assistance to colleges and universities planning social study workshops for the summer of 1957. Several decisions were made by the subcommittee which require immediate attention.

A meeting held during early February with workshop directors enables the Central Committee to clarify its purposes in co-sponsoring the workshops; to discuss resources of staff and materials; to examine materials available now, and become aware of the nature of those that will be available later; to discuss ways of reporting outcomes from the workshops; to exchange information on a regional basis about the workshop programs; and to review enrollment and other pertinent data.



Two principal means are to be used by the Central Committee to call attention to social studies workshops. An announcement is to be prepared for general distribution, giving pertinent information about the programs planned in all centers, plus certain specific data about each one, including names of persons from whom detailed information may be secured.

Descriptive information about the workshop centers is to be included in a letter to school administrators inviting representatives from every city, county, and school district in California to participate in the 1957 workshops. It is crucial for all school systems to be represented in one or more of the workshops, for during the summer of 1957 a plan for organizing the social studies program is to be developed and all public schools in California will be affected by the plan decided upon.

A second progress report (the first was presented in May, 1956), is to be prepared for use in the 1957 summer workshops. This report is to be published as a bulletin that will be made available first to participants in the workshops, and later to other school personnel. The bulletin will describe the progress made by the Central Committee and set forth its tentative conclusions. Study and evaluation of these tentative conclusions, as well as suggestions regarding phases of the study to which the Central Committee has thus far given only limited attention will be invited.

#### REPORT OF AGENDA SUBCOMMITTEE

Several terms needing definition were referred to the Agenda Subcommittee. Inconsistency of use of such terms as, "framework," "design," "scope," and "sequence," caused confusion within the Central Committee as well as in carrying on communication with individuals not on the committee. It was recommended that the term "design" be applied according to its dictionary meaning; that "a program of social studies" be used in a place of "framework," and that the term "plan for the social studies program" be used in place of "scope and sequence."

This subcommittee projected a schedule of work for the Central Committee, which will be completed by May of 1959. It appears that regional conferences for study of proposed plans for organizing the social studies will be needed during the spring of 1958. Plans for organizing the social studies program in California, kindergarten through junior college, are to be developed in the summer workshops, by specialists in social studies who participate in the regional conferences, and by college and university personnel who specialize in social studies but are not closely identified with the workshops planned for 1957. Workshops, if held during the summer of 1958, will be concerned mainly with implementation of proposed plans for organizing the social studies program.

Members of this subcommittee have also prepared an agenda for the next meeting of the Central Committee which is to be held during early May, 1957, in Northern California. The main items for consideration at the meeting will be the problems associated with the present programs of social studies, and further consideration of factors closely related to plans for organizing a new program of social studies.

#### ACTION BY THE CENTRAL COMMITTEE

In addition to hearing reports and acting on recommendations offered by the subcommittees, the Central Committee considered several additional items of concern to its entire membership. Items which have to do with internal organization and procedure are not being mentioned in this report.

One recurring concern of all Central Committee members is how best to utilize the contributions which professional organizations can make to the study. A letter is to be directed as soon as possible to professional organizations asking if they will have time available during the spring of 1957 to consider items connected with the study. Follow-up communication is to be directed to those professional organizations which express interest in devoting time to such work. During the May meeting of the Central Committee additional consideration is to be given to ways that professional organizations can best contribute to this study, and to ways that lay groups can become informed about the study, and to how they can be given opportunity to contribute to its development. A letter describing the purposes and progress of the Central Committee is to be directed to organizations closely identified with education, such as the Education Study Council, the California Congress of Parents and Teachers, and the California School Boards Association.

#### CHANGES IN CENTRAL COMMITTEE PERSONNEL<sup>1</sup>

Marjorie McLeod, first grade teacher in the San Francisco Unified High School District has been named to the Central Committee, replacing Mrs. Hilda Weichert who is currently on leave from the San Francisco school system.

Shannon M. Jones, principal of the Heaton Elementary School, Fresno, has replaced Donald Cleland who for two years represented the elementary school principals. This change was made at the request of Mr. Cleland who holds the position of Director of Personnel Services in the Santa Monica Schools. His resignation from the committee leaves an opening for a representative of the Santa Monica Schools which may be filled by an elementary school principal.

<sup>1</sup> The membership of the California Central Committee on Social Studies was listed in *California Schools XXVII* (December, 1956), 435-36.

## GENERAL FUND EXPENDITURES OF CALIFORNIA SCHOOL DISTRICTS FOR THE FISCAL YEARS 1954-55 AND 1955-56

RAY H. JOHNSON, *Chief, Bureau of School Apportionments and Reports, and*  
MRS. DOROTHY KIRSCHMAN, *Accounting Technician*

The general fund expenditures of the public schools maintained by California school districts for the fiscal years 1954-55 and 1955-56 have been compiled from annual financial reports of the county superintendents of schools. The tables on the following pages present an analysis of general fund expenditures, showing for each school level the total amount, the amount per pupil in average daily attendance, and percentages of the total amount expended for each of 10 major classes of expenditure and for the three required subordinate classes of expenditure listed in the California School Accounting Manual.<sup>1</sup> Percentages are expressed in two ways—in terms of total expenditures and in terms of the current expense of education.<sup>2</sup> The latter method is the one more commonly used.

The expenditures included in this analysis are those made from the general funds of school districts. The analysis does not include transfers to other school districts nor expenditures of special funds of school districts. The expenditures of county superintendents of schools, including those for maintenance of emergency schools and other special schools and classes, are omitted, and the average daily attendance in such schools and classes has not been employed in the computation of expenditures per unit of average daily attendance in these tables.

Expenditures shown under Class 8—Food Service, represent only the expenditures from general funds of school districts for this purpose and do not include the expenditures for food service purposes made from cafeteria funds and cafeteria accounts of school districts.

Expenditures shown under Class 10—Capital Outlay, represent only the expenditures from general funds of school districts for land, improvement of grounds, buildings, and equipment and do not include expenditures for these purposes from building or special funds.

Table 1 presents a statement of average daily attendance, by grade levels, in elementary school districts, high school districts, junior college districts, and unified school districts, with consolidated totals for all districts. Average daily attendance credited to county school funds

<sup>1</sup> *California School Accounting Manual*, Bulletin of the California State Department of Education, Vol. XX, No. 2, March, 1951 (revised edition), pp. 8-10.

<sup>2</sup> The term "current expense of education" is employed here to designate expenditures of classes 1 to 7, inclusive, excluding Class 8—Food Service, Class 9—Community Services, and Class 10—Capital Outlay. The use of the term is recommended in the *California School Accounting Manual*, p. 9.

is given separately, to permit reconciliation with state totals employed for apportionment of the State School Fund.

**TABLE 1**  
**AVERAGE DAILY ATTENDANCE IN CALIFORNIA PUBLIC SCHOOLS BY**  
**JURISDICTION, AND BY DISTRICT LEVEL OR GRADE**  
**SPAN, 1954-55 AND 1955-56**

Jurisdiction	Grade span	1954-55	1955-56
In classes under jurisdiction of			
1. Separate elementary school districts.....	K-8	1,145,089	1,232,816
2. Separate high school districts.....	7-14	474,831	511,842
3. Separate junior college districts.....	13-14	68,174	72,557
4. Unified school districts.....	K-14	687,587	729,066
5. Total all school districts.....		2,375,681	2,546,281
In classes under jurisdiction of County Superintendent of Schools, paid for from			
County school tuition fund			
6. Elementary.....	1-8	17	18
7. High school.....	9-12	146	153
County school service fund			
8. Elementary.....	1-8	3,730	3,926
9. High school.....	9-12	1,530	1,800
10. Total in classes under jurisdiction of County Superintendent of Schools.....		5,423	5,897
11. Grand total.....		2,381,104	2,552,178

The figures in Table 2 for elementary school districts include attendance and expenditures in kindergartens and elementary schools. In

Table 3, attendance<sup>a</sup> and expenditures of grades 7 and 8 in junior high schools maintained by high school districts, and of grades 13 and 14 in junior college maintained by high school districts, are included with high school data for grades 9 to 12, inclusive.

In Table 4, the attendance and expenditures are for grades 13 and 14.

In Table 5, the attendance and expenditures of unified school districts have been compiled separately, without an analysis by level.

Tables 2 to 5 inclusive, present, respectively, the expenditures of elementary school districts, high school districts, junior college districts, and unified school districts, for each major class of expenditure. Table 6 contains comparable data for all districts in consolidated totals.

<sup>a</sup> Average daily attendance in grades 7 and 8 in junior high schools is credited to elementary school districts of residence for the computation of Basic State Aid and State Equalization Aid in the apportionment of the State School Fund; however, these units of a.d.a. have been employed herein in the computation of expenditures per unit of a.d.a. of high school districts, since junior high schools are maintained by high school districts and the expenditures for educating pupils in grades 7 and 8 in junior high schools are paid from the general funds of high school districts.

TABLE 2  
TOTAL AND PER-PUPIL EXPENDITURES BY CLASS OF EXPENDITURE, AND PER CENT DEVOTED TO EACH CLASS  
OF EXPENDITURE, IN CALIFORNIA ELEMENTARY SCHOOL DISTRICTS FROM  
GENERAL FUNDS ONLY, 1954-55 AND 1955-56

Classification of expenditures	1954-55				1955-56			
	Amount of expenditures		Per cent		Amount of expenditures		Per cent	
	Total	Per unit of average daily attendance <sup>1</sup>	Of total expenditures	Of total current expense of education	Total	Per unit of average daily attendance <sup>1</sup>	Of total expenditures	Of total current expense of education
1—Administration.....	\$12,960,559.89	\$11.32	3.93	4.28	\$14,394,781.50	\$11.68	4.00	4.29
2a—Certificated salaries of instruction.....	201,550,476.93	176.01	61.04	66.64	224,726,938.79	182.29	62.39	66.99
2b—Other salaries of instruction.....	6,617,928.62	5.78	2.00	2.19	7,696,910.69	6.24	2.14	2.30
2c—Other expense of instruction.....	11,472,180.86	10.02	3.47	3.79	12,655,628.66	10.26	3.51	3.77
3—Auxiliary services.....	5,264,487.37	4.60	1.59	1.74	6,071,841.36	4.92	1.68	1.81
4—Operation of school plant.....	29,393,176.63	25.67	8.90	9.72	33,023,779.51	26.79	9.17	9.84
5—Maintenance of school plant.....	10,886,485.58	9.51	3.30	3.60	11,881,034.60	9.64	3.30	3.54
6—Fixed charges.....	13,445,535.52	11.74	4.07	4.45	13,028,089.42	10.57	3.62	3.88
7—Transportation of pupils.....	10,850,795.77	9.47	3.29	3.59	12,002,726.35	9.74	3.33	3.58
Total current expense of education.....	\$302,441,627.17	\$264.12	91.59	100.00	\$335,481,730.88	\$272.13	93.14	100.00
8—Food service.....	2,165,225.77	1.89	0.66		2,442,580.42	1.98	0.68	
9—Community services.....	2,209,713.47	1.93	0.67		2,521,958.03	2.05	0.70	
10—Capital outlay.....	23,378,955.32	20.42	7.08		19,755,429.06	16.02	5.48	
Total expenditures.....	\$330,195,521.73	\$288.36	100.00		\$360,201,698.39	\$292.18	100.00	

<sup>1</sup> See Table 1, line 1, for divisors employed in computing per-pupil expenditures.

TABLE 3  
TOTAL AND PER-PUPIL EXPENDITURES BY CLASS OF EXPENDITURE, AND PER CENT DEVOTED TO EACH CLASS  
OF EXPENDITURE, IN CALIFORNIA HIGH SCHOOL DISTRICTS FROM GENERAL  
FUNDS ONLY, 1954-55 AND 1955-56

Classification of expenditures	1954-55			1955-56		
	Amount of expenditures		Per cent	Amount of expenditures		Per cent
	Total	Per unit of average daily attendance <sup>1</sup>		Total	Per unit of average daily attendance <sup>1</sup>	
1—Administration.....	\$7,574,809.84	\$15.95	3.55	\$8,320,409.38	\$16.26	3.52
2a—Certificated salaries of instruction.....	117,574,155.94	247.61	55.03	131,091,028.31	256.12	55.53
2b—Other salaries of instruction.....	6,568,377.89	13.84	3.08	7,516,262.57	14.68	3.18
2c—Other expense of instruction.....	9,710,116.74	20.45	4.55	11,702,649.86	22.86	4.96
3—Auxiliary services.....	4,169,893.64	8.78	1.95	4,727,177.76	9.23	2.00
4—Operation of school plant.....	19,936,923.75	41.99	9.33	22,599,342.55	44.15	9.57
5—Maintenance of school plant.....	9,259,637.03	19.50	4.33	10,170,307.07	19.87	4.31
6—Fixed charges.....	10,580,129.63	22.28	4.95	10,025,060.48	19.59	4.25
7—Transportation of pupils.....	6,797,550.02	14.32	3.18	7,472,079.23	14.60	3.17
Total current expense of education.....	\$192,171,594.48	\$404.72	89.95	\$213,624,317.21	\$417.36	90.49
8—Food service.....	746,999.02	1.57	0.35	796,868.12	1.56	0.34
9—Community services.....	1,375,139.00	2.90	0.64	1,757,098.27	3.43	0.75
10—Capital outlay.....	19,350,083.99	40.75	9.06	19,886,120.44	38.85	8.42
Total expenditures.....	\$213,643,816.49	\$449.94	100.00	\$236,064,404.04	\$461.20	100.00

<sup>1</sup> See Table 1, line 2, for divisions employed in computing per-pupil expenditures.



**TABLE 4**  
**TOTAL AND PER-PUPIL EXPENDITURES BY CLASS OF EXPENDITURE, AND PER CENT DEVOTED TO EACH CLASS**  
**OF EXPENDITURE, IN CALIFORNIA JUNIOR COLLEGE DISTRICTS FROM GENERAL**  
**FUNDS ONLY 1954-55 AND 1955-56**

Classification of expenditures	1954-55				1955-56			
	Amount of expenditures		Per cent		Amount of expenditures		Per cent	
	Total	Per unit of average daily attendance <sup>1</sup>	Of total expenditures	Of total current expense of education	Total	Per unit of average daily attendance <sup>1</sup>	Of total expenditures	Of total current expense of education
1—Administration.....	\$1,615,639.13	\$23.70	4.64	5.77	\$1,599,595.06	\$22.05	4.35	5.06
2a—Certificated salaries of instruction.....	16,250,775.35	238.37	46.72	58.00	18,660,356.69	257.18	50.77	58.97
2b—Other salaries of instruction.....	2,330,340.59	34.18	6.70	8.32	2,600,328.19	35.84	7.07	8.22
2c—Other expense of instruction.....	1,384,946.51	20.31	3.98	4.94	1,551,267.86	21.38	4.22	4.90
3—Auxiliary services.....	292,329.71	4.29	0.84	1.04	354,879.56	4.89	0.97	1.12
4—Operation of school plant.....	3,000,538.51	44.01	8.63	10.71	3,379,711.41	46.58	9.19	10.68
5—Maintenance of school plant.....	1,333,905.44	19.57	3.84	4.76	1,613,358.88	22.24	4.39	5.10
6—Fixed charges.....	1,531,759.28	22.47	4.40	5.47	1,572,354.18	21.67	4.28	4.97
7—Transportation of pupils.....	276,507.29	4.06	0.80	0.99	310,956.68	4.28	0.85	0.98
Total current expense of education.....	\$28,016,741.81	\$410.96	80.55	100.00	\$31,642,808.51	\$436.11	86.09	100.00
8—Food service.....	62,540.33	0.92	0.18		64,445.19	0.89	0.17	
9—Community services.....	278,294.10	4.08	0.80		271,853.46	3.75	0.74	
10—Capital outlay.....	6,425,961.32	94.26	18.47		4,776,770.26	65.83	13.00	
Total expenditures.....	\$34,783,537.56	\$510.22	100.00		\$36,755,877.42	\$506.58	100.00	

<sup>1</sup> See Table 1, line 3, for divisors employed in computing per-pupil expenditures.

**TABLE 5**  
**TOTAL AND PER-PUPIL EXPENDITURES BY CLASS OF EXPENDITURE, AND PER CENT DEVOTED TO EACH CLASS**  
**OF EXPENDITURE, IN CALIFORNIA UNIFIED SCHOOL DISTRICTS FROM GENERAL**  
**FUNDS ONLY 1954-55 AND 1955-56**

Classification of expenditures	1954-55				1955-56			
	Amount of expenditures		Per cent		Amount of expenditures		Per cent	
	Total	Per unit average daily attendance <sup>1</sup>	Of total expenditures	Of total current expense of education	Total	Per unit average daily attendance <sup>1</sup>	Of total expenditures	Of total current expense of education
1 — Administration.....	\$7,914,478.28	\$11.51	3.38	3.61	\$8,610,592.07	\$11.81	3.34	3.55
2a—Certificated salaries of instruction.....	144,722,059.03	210.48	61.93	65.92	160,050,107.90	219.53	62.17	66.06
2b—Other salaries of instruction.....	7,872,422.13	11.45	3.37	3.59	8,709,951.76	11.95	3.38	3.59
2c—Other expense of instruction.....	9,422,311.95	13.70	4.03	4.29	10,300,413.57	14.13	4.00	4.25
3 — Auxiliary services.....	5,178,912.44	7.53	2.22	2.36	5,733,175.66	7.86	2.23	2.37
4 — Operation of school plant.....	22,251,341.65	32.36	9.52	10.13	24,876,444.10	34.12	9.66	10.27
5 — Maintenance of school plant.....	10,439,411.83	15.18	4.47	4.76	11,108,069.51	15.23	4.32	4.58
6 — Fixed charges.....	8,698,939.97	12.65	3.72	3.96	9,286,563.66	12.74	3.61	3.83
7 — Transportation of pupils.....	3,028,602.61	4.41	1.30	1.38	3,621,892.50	4.97	1.41	1.50
Total current expense of education.....	\$219,528,479.89	\$319.27	93.94	100.00	\$242,297,210.73	\$332.34	94.12	100.00
8 — Food service.....	745,361.87	1.09	0.32		846,192.82	1.16	0.33	
9 — Community services.....	1,428,184.47	2.08	0.61		1,695,120.05	2.33	0.66	
10 — Capital outlay.....	11,984,735.11	17.43	5.13		12,585,825.14	17.26	4.89	
Total expenditures.....	\$233,686,761.34	\$339.87	100.00		\$257,424,348.74	\$353.09	100.00	

<sup>1</sup> See Table 1, line 4, for divisors employed in computing per-pupil expenditures.

**TABLE 6**  
**TOTAL AND PER-PUPIL EXPENDITURES BY CLASS OF EXPENDITURE, AND PER CENT DEVOTED TO EACH CLASS**  
**OF EXPENDITURE, IN ALL CALIFORNIA SCHOOL DISTRICTS FROM GENERAL**  
**FUNDS ONLY 1954-55 AND 1955-56**

Classification of expenditures	1954-55				1955-56			
	Amount of expenditures		Per cent		Amount of expenditures		Per cent	
	Total	Per unit of average daily attendance <sup>1</sup>	Of total expenditures	Of total current expense of education	Total	Per unit of average daily attendance <sup>1</sup>	Of total expenditures	Of total current expense of education
1 Administration.....	\$30,065,487.14	\$12.66	3.70	4.05	\$32,925,378.01	\$12.93	3.70	4.00
2a—Certificated salaries of instruction.....	480,097,467.25	202.09	59.10	64.69	534,528,431.69	209.92	60.03	64.95
2b—Other salaries of instruction.....	23,389,069.23	9.84	2.88	3.15	26,523,453.21	10.42	2.98	3.22
2c—Other expense of instruction.....	31,989,556.06	13.47	3.94	4.31	36,209,959.95	14.22	4.07	4.40
3—Auxiliary services.....	14,905,623.16	6.27	1.83	2.01	16,887,074.34	6.63	1.89	2.05
4—Operation of school plant.....	74,581,980.54	31.39	9.18	10.05	83,879,277.57	32.94	9.42	10.19
5—Maintenance of school plant.....	31,919,459.88	13.44	3.93	4.30	34,772,770.06	13.66	3.90	4.23
6—Fixed charges.....	34,256,364.40	14.42	4.22	4.62	33,912,067.74	13.32	3.81	4.12
7—Transportation of pupils.....	20,953,455.69	8.82	2.58	2.82	23,407,654.76	9.19	2.63	2.84
Total current expense of education.....	\$742,158,443.35	\$312.40	91.36	100.00	\$823,046,067.33	\$323.23	92.43	100.00
8—Food service.....	3,720,126.99	1.57	0.46		4,150,086.55	1.63	0.47	
9—Community services.....	5,291,331.04	2.23	0.65		6,246,029.81	2.45	0.70	
10—Capital outlay.....	61,139,735.74	25.73	7.53		57,004,144.90	22.39	6.40	
Total expenditures.....	\$812,309,637.12	\$341.93	100.00		\$890,446,328.59	\$349.70	100.00	

<sup>1</sup> See Table 1, line 5, for divisions employed in computing per-pupil expenditures.

Table 7 presents in summary form the amount and per cent of increase in total and per-pupil current expense of education in the fiscal year 1954-55 compared with the preceding fiscal year 1953-54, and similarly in the fiscal year 1955-56 compared with the preceding fiscal year 1954-55.

**TABLE 7**  
**AMOUNT AND PER CENT OF INCREASE IN TOTAL AND PER-PUPIL CURRENT**  
**EXPENSE OF EDUCATION IN CALIFORNIA SCHOOL DISTRICTS 1954-55**  
**COMPARED WITH 1953-54, AND 1955-56 COMPARED WITH 1954-55**

	Increase 1954-55 over 1953-54		Increase 1955-56 over 1954-55	
	Totals	Per cent	Totals	Per cent
<b>A. Increase in total current expense of education</b>				
1. Elementary school districts.....	\$26,862,878.01	9.75	\$33,040,103.71	10.92
2. High school districts.....	16,766,401.05	9.56	21,452,722.73	11.16
3. Junior college districts.....	1,101,151.92	4.09	3,626,066.70	12.94
4. Unified school districts.....	22,831,161.15	11.61	22,768,730.84	10.37
All school districts.....	\$67,561,592.13	10.02	\$80,887,623.98	10.90
<b>B. Increase in average daily attendance</b>				
1. Elementary school districts.....	66,551	6.17	87,727	7.66
2. High school districts.....	36,432	8.31	37,011	7.79
3. Junior college districts.....	5,502	8.78	4,383	6.43
4. Unified school districts.....	63,798	10.23	41,479	6.03
All school districts.....	172,283	7.82	170,600	7.18
<b>C. Increase in current expense of education per unit of average daily attendance</b>				
1. Elementary school districts.....	\$8.61	3.37	\$8.01	3.03
2. High school districts.....	4.62	1.15	12.64	3.12
3. Junior college districts.....	*18.51	*4.31	25.15	6.12
4. Unified school districts.....	3.94	1.25	13.07	4.09
All school districts.....	\$6.24	2.04	\$10.83	3.47

\* Decrease.

In Table 8, the total average daily attendance, total current expense of education, and per-pupil current expense of education are presented for a ten-year period beginning with the fiscal year 1946-47 and ending with the fiscal year 1955-56.

Table 9 (pages 138-39), presents by county the grade span, total average daily attendance, total current expense of education, per-pupil

current expense of education from general funds only; and the amount and per cent of increase or decrease in average daily attendance and current expense of education, for the fiscal years 1954-55 and 1955-56.

Thirty counties reported attendance in junior college grades 13 and 14. All counties reported attendance in grades 1 through 12, with the exception of Alpine County which maintained grades 1 through 8 only. Fifty-five counties reported attendance in kindergartens.

**TABLE 8**  
**TOTAL AVERAGE DAILY ATTENDANCE AND PER-PUPIL**  
**CURRENT EXPENSE OF EDUCATION IN ALL CALI-**  
**FORNIA SCHOOL DISTRICTS FROM GENERAL FUNDS**  
**ONLY FOR THE PAST 10 FISCAL YEARS**

Fiscal year	Average daily attendance	Current expense of education	
		Amount	Per unit of a.d.a.
1946-47.....	1,432,523	\$243,889,314.60	\$170.25
1947-48.....	1,519,120	315,212,070.25	207.50
1948-49.....	1,615,305	368,992,815.18	228.44
1949-50.....	1,716,095	410,268,166.65	239.07
1950-51.....	1,780,818	452,118,691.24	253.88
1951-52.....	1,901,549	507,311,228.51	266.79
1952-53.....	2,032,947	580,249,176.08	285.42
1953-54.....	2,203,398	674,596,851.22	306.16
1954-55.....	2,375,681	742,158,443.35	312.40
1955-56.....	2,546,281	823,046,067.33	323.23

NOTE: There are a few minor changes in the data contained in this table from the amounts previously published, resulting from correction of original tabulations.

During the fiscal year 1946-47, the total average daily attendance credited to all school districts was 1,432,523 and the total current expense<sup>1</sup> was \$243,889,314.60. Over a ten-year period the average daily attendance increased in the amount of 1,113,758 or 77.7 per cent, and the total current expense of education increased \$579,156,752.73 or 237.5 per cent.

The current expense per unit of a.d.a. for all school districts in 1946-47 was \$170.25. In 1955-56 this unit expense had increased to \$323.23. The increase over the ten-year period was \$152.98 or 89.9 per cent.

<sup>1</sup> Prior to the fiscal year 1951-52, the expenditures for Class 8—Food service, from the general funds for school districts, were not segregated but were included in the total current expense. This term is relatively of minor importance and the change in its accounting does not seriously impair the validity of comparisons with later figures.

TABLE 9  
TOTAL AVERAGE DAILY ATTENDANCE, AMOUNT AND PER-PUPIL CURRENT EXPENSE OF EDUCATION, AMOUNT  
AND PER CENT OF INCREASE OR DECREASE 1955-56 COMPARED WITH 1954-55 IN ALL CALI-  
FORNIA SCHOOL DISTRICTS FROM GENERAL FUNDS ONLY BY COUNTIES, 1955-56

Co. no.	Counties	Grade span	1954-55			1955-56			Increase or decrease 1955-56 compared with 1954-55			
			Average daily attend- ance	Current expense of education		Average daily attend- ance	Current expense of education		Average daily attendance	Current expense of education		
				Amount	Per unit of a.d.a.		Amount	Per unit of a.d.a.		Amount	Per cent	Amount
1	Alameda	K-14	142,634	\$42,518,729.82	\$298.10	150,419	\$47,868,264.30	\$318.23	7,785	5.46	\$5,349,534.48	12.58
2	Alpine	1-8	35	24,424.00	697.83	42	28,160.52	670.49	7	20.00	3,736.52	15.30
3	Amador	K-12	2,055	708,181.66	344.61	2,163	782,615.97	361.82	108	5.26	74,434.31	10.51
4	Butte	K-12	14,714	4,256,331.37	289.27	15,347	4,512,365.41	294.02	633	4.30	256,034.04	6.02
5	Calaveras	K-12	1,938	639,473.61	329.97	2,012	669,936.40	332.97	74	3.82	30,462.79	4.76
6	Colusa	K-12	2,514	933,323.10	371.25	2,548	963,438.29	378.12	34	1.35	30,115.19	3.23
7	Contra Costa	K-14	82,746	26,620,887.52	321.72	87,082	29,687,627.08	340.92	4,336	5.24	3,066,739.56	11.52
8	Del Norte	K-12	2,925	763,435.76	261.00	3,263	931,673.74	285.53	338	11.56	168,237.98	22.04
9	El Dorado	K-12	3,523	1,116,790.88	317.00	3,646	1,213,505.97	332.83	123	3.49	96,715.99	8.66
10	Fresno	K-14	72,448	21,453,116.16	296.12	76,005	23,539,646.07	309.71	3,557	4.91	2,086,529.91	9.73
11	Glenn	K-12	3,811	1,124,827.59	295.15	3,850	1,219,434.31	316.74	39	1.02	94,606.72	8.41
12	Humboldt	K-12	18,901	5,636,047.78	298.19	20,754	6,235,125.51	300.43	1,853	9.80	599,077.73	10.63
13	Imperial	K-14	15,720	4,264,222.63	271.26	15,817	4,547,610.82	287.51	97	0.62	283,388.19	6.65
14	Inyo	K-12	2,476	957,251.49	386.61	2,700	1,008,208.94	373.41	224	9.05	50,957.45	5.32
15	Kern	K-14	61,287	21,383,399.96	348.91	64,360	23,151,730.96	359.72	3,073	5.01	1,768,331.00	8.27
16	Kings	K-12	11,202	3,556,894.63	317.52	11,041	3,638,350.68	329.53	161	1.44	81,456.05	2.29
17	Lake	K-12	2,296	785,170.84	341.97	2,274	833,791.88	366.66	22	-0.96	48,621.04	6.19
18	Lassen	K-14	4,273	1,529,101.35	357.85	3,915	1,554,576.53	397.08	358	-8.38	25,475.18	1.67
19	Los Angeles	K-14	895,783	285,151,397.98	318.33	958,349	313,448,826.76	327.07	62,566	6.98	28,297,428.78	9.92
20	Madera	K-12	9,246	2,718,564.39	294.03	9,249	2,912,195.93	314.87	3	0.03	193,631.54	7.12
21	Marin	K-14	20,449	6,288,865.97	307.54	20,893	6,865,104.59	328.58	444	2.17	576,238.62	9.16
22	Mariposa	K-12	811	333,415.16	411.12	789	341,020.05	432.22	22	-2.71	7,604.89	2.28
23	Mendocino	K-12	10,306	2,876,098.62	279.07	11,108	3,317,625.39	298.67	802	7.78	441,526.77	15.35



24	Merced	17,263	4,694,868.06	271.96	18,233	5,075,769.72	278.38	970	5.62	380,901.66	8.11
25	Modoc	1,912	675,522.05	353.31	1,957	693,717.91	354.48	45	2.35	18,195.86	2.69
26	Mono	275	167,067.79	607.52	288	203,867.35	707.87	13	4.73	36,799.56	22.03
27	Monterey	28,715	9,224,234.22	321.23	30,751	10,167,034.99	330.62	2,036	7.09	942,800.77	10.22
28	Napa	9,518	2,758,718.51	289.84	10,527	3,212,100.41	305.13	1,009	10.60	453,381.90	16.43
29	Nevada	3,456	973,843.15	281.78	3,484	1,030,386.13	295.75	28	0.81	56,542.98	5.81
30	Orange	69,068	20,547,087.08	297.49	86,334	26,063,872.52	301.93	17,256	24.98	5,516,785.44	26.85
31	Placer	10,367	3,259,830.60	314.44	10,829	3,525,235.63	325.79	462	4.46	268,193.19	8.23
32	Plumas	2,643	1,118,787.50	423.30	2,735	1,155,255.63	422.40	92	3.48	36,468.13	3.26
33	Riverside	42,828	12,358,246.23	288.09	46,626	13,948,816.95	299.16	3,798	8.87	1,610,570.72	13.05
34	Sacramento	72,868	21,527,078.68	295.43	79,562	24,433,063.00	307.10	6,692	9.18	2,905,984.32	13.50
35	San Benito	2,581	812,725.38	314.89	2,690	904,098.91	336.10	109	4.22	91,373.53	11.24
36	San Bernardino	80,175	24,939,661.64	311.07	86,475	28,180,207.91	325.88	6,300	7.86	3,240,546.27	12.99
37	San Diego	132,856	39,608,733.26	298.13	144,406	44,175,024.56	305.91	11,550	8.69	4,566,291.30	11.53
38	San Francisco	87,235	33,312,151.72	381.87	89,315	35,490,711.28	397.37	2,080	2.38	2,178,559.56	6.54
39	San Joaquin	46,129	13,540,876.49	293.54	48,087	13,860,560.26	288.24	1,958	4.24	319,683.77	2.36
40	San Luis Obispo	11,571	3,646,935.37	315.18	11,915	3,755,395.13	315.18	344	2.37	108,459.76	2.97
41	San Mateo	64,503	19,646,798.58	304.59	71,590	22,918,843.38	320.14	7,087	10.99	3,272,044.80	16.65
42	Santa Barbara	20,017	7,021,109.02	350.76	21,035	7,638,424.93	363.13	1,018	5.09	617,315.91	8.79
43	Santa Clara	80,472	23,718,292.08	294.66	91,808	28,431,226.83	309.68	11,336	14.09	4,712,934.75	19.87
44	Santa Cruz	12,161	3,583,411.22	294.66	12,657	3,745,283.90	295.91	496	4.08	161,872.68	4.52
45	Shasta	11,085	3,419,625.49	308.49	12,117	3,872,441.40	319.59	1,032	9.31	452,815.91	13.24
46	Sierra	622	319,503.47	513.67	506	344,209.30	680.26	—116	—18.65	24,705.83	7.73
47	Siskiyou	6,955	2,232,142.47	320.94	7,280	2,436,901.42	334.74	325	4.67	204,758.95	9.17
48	Solano	23,802	7,276,193.94	305.70	24,641	7,870,903.60	319.42	839	3.52	594,709.66	8.17
49	Sonoma	23,910	6,975,625.63	291.75	25,973	7,828,669.26	301.42	2,063	8.63	853,043.63	12.23
50	Stanislaus	33,617	9,347,071.22	278.05	34,997	10,077,297.45	287.95	1,380	4.11	730,226.23	7.81
51	Sutter	6,384	1,804,249.64	282.62	6,663	1,908,085.64	286.37	279	4.37	103,836.00	5.76
52	Tehama	4,558	1,322,540.50	303.47	4,583	1,413,409.32	308.40	225	5.16	90,868.82	6.87
53	Trinity	1,134	381,144.74	386.61	1,225	451,659.91	368.70	91	8.02	70,515.17	18.50
54	Tulare	36,855	10,563,135.83	286.61	37,507	11,132,863.96	296.82	652	1.77	569,728.13	5.39
55	Tuolumne	2,593	826,273.53	318.66	3,093	928,550.08	300.21	500	19.28	102,276.55	12.38
56	Ventura	28,640	9,859,886.77	344.27	30,772	11,124,102.00	361.50	2,132	7.44	1,264,215.23	12.82
57	Yolo	10,229	2,941,850.32	287.60	11,032	3,386,829.64	307.00	803	7.85	444,979.32	15.13
58	Yuba	6,791	2,133,268.90	314.13	6,974	2,387,622.76	342.36	183	2.69	254,353.86	11.92
Totals		2,375,681	\$742,158,443.35	\$312.40	2,546,281	\$823,046,067.33	\$323.23	170,600	7.18	\$80,887,623.98	10.90

# Departmental Communications

## OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

### REGULATIONS ADOPTED BY SUPERINTENDENT OF PUBLIC INSTRUCTION

The Superintendent of Public Instruction, acting under the authority of Education Code Section 9505, added Article 8 to Subchapter 7 of Chapter 1 of Title 5 of the California Administrative Code, relating to co-ordination of the educational program to read as follows (effective February 7, 1957):

#### Article 8. Coordination of the Educational Program by the County Superintendent

1520. *Definition.* For the purposes of Section 9505 of the Education Code, coordination of the educational program consists of the actions, efforts, and procedures of a county superintendent of schools, directed to one or more districts, to (1) enforce minimum educational standards; (2) improve the educational program; (3) promote order and reasonable uniformity in the educational program; (4) effect working relationships between school districts and other agencies serving youth whose functions are related to the programs of the public schools; and (5) promote effective and efficient operation of the programs of instruction and special services in the areas of courses of study, guidance services, health services, special education, attendance activities, and advisory services in school business administration among the districts under his jurisdiction.

1521. *Level at Which Services to be Provided.* Coordination provided shall be at the district level through working with district personnel who are responsible for the conduct in the district of the service so that the service will supplement the work or responsibilities assigned to members of the staff of the district, and not supplant district personnel or the work and assignments that normally are given to staff members of a district.

1522. *Responsibility of District.* Coordination services provided by the county superintendent of schools shall be with full recognition that the responsibility for operating the educational program and for effecting internal improvement in a district is the responsibility of the governing board of the school district, and such program and improvements shall be effected and financed by the school district.

### LEAVE OF ABSENCE GRANTED

Frank Schroeter has been granted a leave of absence from his position as Field Representative in the Bureau of School Planning to enable him to accept an assignment with the International Co-operation Administration, as a school building adviser in India. When Mr. Schroeter came to the Bureau of School Planning in 1951, with 21 years of experience in secondary school administration, his most recent administrative post had been as principal of Fowler High School, Fresno County.

## **For Your Information**

### **PAMPHLET ON THE FIGHT AGAINST LITTERBUGS**

The Travel and Recreation Department of the California State Chamber of Commerce, after a three-year campaign against litterbugs, is now making a pamphlet on the subject available to schools. The pamphlet contains suggestions made by teachers and principals who have been active in helping children to take part in the cleanup program. In addition, it includes a summary of what governmental agencies are doing about the problem, lists of litter laws and penalties, and other pertinent information. County superintendents of schools may obtain copies for redistribution to teachers, by addressing J. E. Carpenter, Director, Travel and Recreation Department, California State Chamber of Commerce, 350 Bush Street, San Francisco 4, California.

### **CHANGES IN DIRECTORY OF CALIFORNIA TEACHER PLACEMENT AGENCIES, 1956-57**

Mrs. Elizabeth Laurenson and Winfield McNamee have replaced Norma Ciochon and Mrs. Mary Truffelli as staff members in the placement office of the California Teachers Association, 693 Sutter Street, San Francisco 2, California.

The telephone number of the Fresno State College Placement Bureau has been changed to BA ldwin 7-8461, since the Placement Bureau is now located at the new campus on Shaw Avenue.

### **ANNUAL REGIONAL CONFERENCES OF THE CALIFORNIA COUNCIL OF PERSONNEL ASSOCIATIONS**

The California Council of Personnel Associations will hold regional conferences of guidance and personnel workers in Fresno, April 12; Oakland, April 26 and 27; and Los Angeles, May 10 and 11. Members of the Council include the California Personnel and Guidance Association, California Association of School Psychologists and Psychometrists, California Association of Women Deans and Vice Principals, California Association of Supervisors of Child Welfare and Attendance, California School Supervisors Association—Committee on Guidance, International Council for Exceptional Children, and National Association of Social Workers—School Social Work Section.

The theme of the conferences is "Better Guidance Makes Better Communities—The Community Works as a Team." Planning committees involving the participating organizations in each region have

arranged for a variety of activities designed to improve the professional skills and understanding of personnel workers in schools, community agencies, business and industry.

### CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A master calendar of educational meetings and events of state-wide or regional significance is maintained in the office of the Superintendent of Public Instruction. The principal list of events for 1956-57 appeared in the issue of *California Schools* for September, 1956, and additions were published in November and December. Notice of the following meeting has been received since the February issue went to press:

#### ADDITIONS TO CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1957

<i>Date, 1957</i>	<i>Organization and Event</i>	<i>Place</i>
March 5	Presidents' Day, sixth annual observance sponsored by Presidents' Day National Committee (Hal Fischer, Director, 1816 Tucker St., Compton 2, California)	

### CALIFORNIA STATE SCHOLARSHIP AWARDS, 1957-58

On March 18, 1957, the State Scholarship Commission, under the chairmanship of R. J. Wig of San Marino, California, meets in the Capitol at Sacramento to select approximately 1750 semifinalist candidates for 1957 State Scholarship Awards. From this group of students, more than 700 award winners will be nominated about May 1.

In accordance with Education Code Section 21703, the Commission may make as many as 1280 awards in 1957. Of this total, 580 will be renewed awards for the 1956 series of scholarships, and the remaining 700 will constitute new awards for 1957. Each new scholarship may be used for payment of tuition and fees for a maximum of \$600 for one academic year, and is renewable through the four years of a standard undergraduate program. Award winners may select any college or university in California accredited by the Western College Association.

The Commission has again used the Scholastic Aptitude Test of the College Board as the Competitive examination, and will employ procedures developed by the College Scholarship Service for evaluation of candidate financial eligibility.

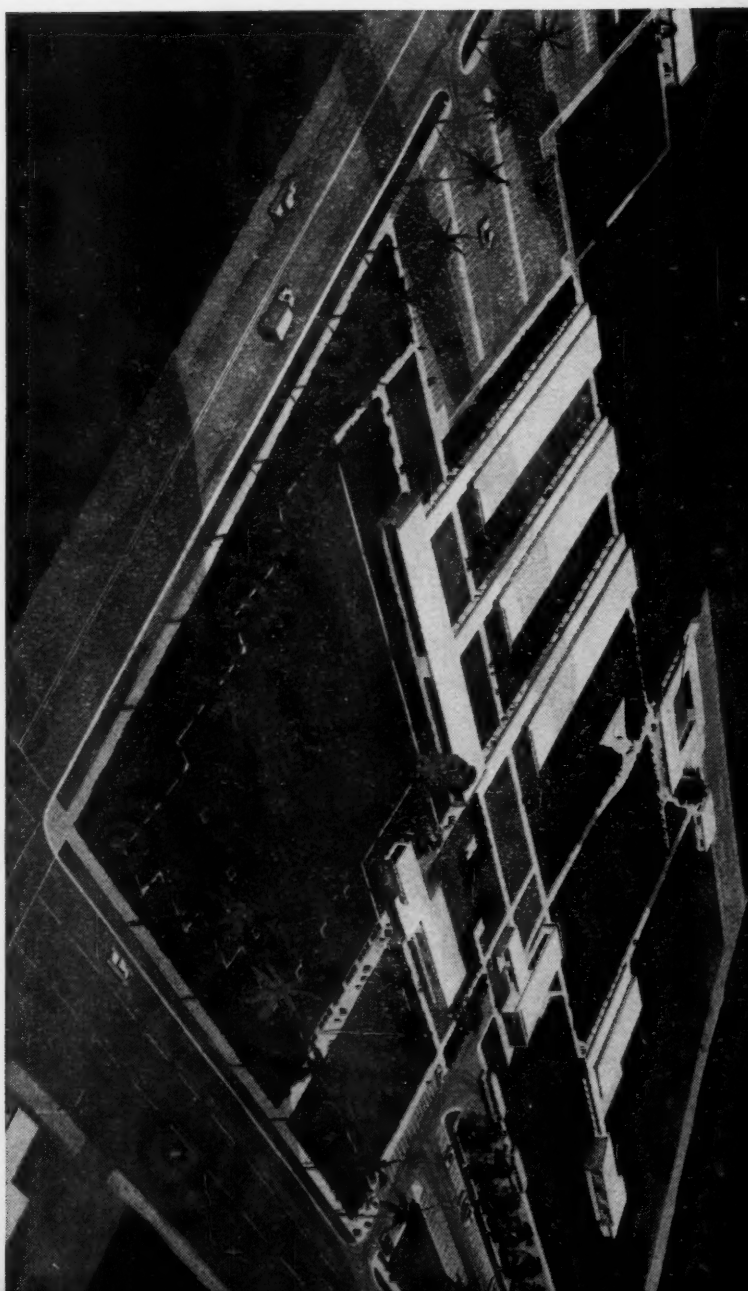
# Professional Literature

## PUBLICATIONS RECEIVED

- As You See It: What San Diego Parents and Teachers Think of Their Schools.* A summary of the results of parent and teacher questionnaires answered in April, 1956, including recommendations by the superintendent for courses of action. San Diego: Board of Education, San Diego Unified School District, January, 1957. Pp. 30.
- BLOCH, HERBERT A., and FLYNN, FRANK T. *Delinquency: The Juvenile Offender in America Today.* New York 22: Random House, 1956. Pp. xx+612. \$7.95.
- CASWELL, HOLLIS L. *How Firm A Foundation? An Appraisal of Threats to the Quality of Elementary Education.* Cambridge, Massachusetts: Harvard University Press, 1956. Pp. vi+42. \$1.50.
- COLEMAN, HELEN TURNBULL WAITE. *Banners in the Wilderness: Early Years of Washington and Jefferson College.* Pittsburgh: University of Pittsburgh Press, 1956. Pp. xviii+286. \$4.00.
- CROW, LESTER D., and CROW, ALICE. *Adolescent Development and Adjustment.* New York 36: McGraw-Hill Book Co., Inc., 1956. Pp. xiv+556. \$5.50.
- Dance Production.* Edited by GERTRUDE LIPPINCOTT. Washington, D. C.: Published for National Section on Dance by the American Association for Health, Physical Education and Recreation, a Department of the National Education Association (1201 Sixteenth Street, N.W.), 1956. Pp. viii+102. \$1.50.\*
- DEAN, VERA MICHELES. *The American Student and the Non-Western World.* The Inglis Lecture, 1956. Cambridge, Massachusetts: Harvard University Press, 1956. Pp. 28. \$1.50.
- EISENSON, JON, and OGILVIE, MARDEL. *Speech Correction in the Schools.* New York 11: MacMillan Co., 1957. Pp. viii+294. \$4.25.
- FLEMING, HAROLD C., and CONSTABLE, JOHN. *What's Happening in School Integration?* Public Affairs Pamphlet No. 244. New York 16: Public Affairs Committee, Inc., 1956. \$0.25.\*
- HANSEN, KENNETH H. *Public Education in American Society.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956. Pp. viii+484. \$7.35.
- HATCHETT, ETHEL L., and HUGHES, DONALD H. *Teaching Language Arts in Elementary Schools: A Functional-Creative Approach.* New York 10: Ronald Press Co., 1956. Pp. xii+426. \$4.75.
- Improving the School Environment.* Edited by RAYMOND C. SCHNEIDER and JON S. PETERS. Stanford, California: School Planning Laboratory, School of Education, Stanford University, 1956. Pp. vi+120. \$4.00.\*
- MORGAN, JOY ELMER. *The School That Built a Nation.* Horace Mann Lecture, 1954. Pittsburgh 13: University of Pittsburgh Press, 1954. Pp. 104. \$1.00.
- OTTO, HENRY J. *Social Education in Elementary Schools.* New York 16: Rinehart & Co., Inc., 1956. Pp. xii+494. \$5.50.
- SMITH, GEORGE B. *Who Would Be Eliminated? A Study of Selective Admission to College.* Kansas Studies in Education, Vol. 7, No. 1. University of Kansas Publications. Lawrence, Kansas: School of Education, University of Kansas, 1956. Pp. 28.
- SPAIN, CHARLES R. *Educational Leadership and the Elementary School Principal.* New York 16: Rinehart & Co., Inc., 1956. Pp. x+372. \$4.50.

\* Discounts on quantity orders.

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